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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:50 | Reading: Students will read their independent reading books. | Reading: Students will start to read a book that pertains to colonial times or read their primary sources for their project. | Reading:  Students will continue to read the books they’ve chosen about colonial times to do research on. They will take notes as necessary. | Reading: Students will continue to read the books they’ve chosen about colonial times. They will take notes as necessary. | Reading: Students will continue to read the books they’ve chosen about colonial times. They will take notes as necessary. |
| 9:30 | Planner/Status of Class: We will write in our planners the schedule for the day as well as mark where they are in math and their reading points. I will then introduce our Social Studies project the students will be working on.  Mini lesson: How to use resources for research using the computer | Planner/Status of Class: We will write in our planners the schedule for the day as well as mark where they are in math and their reading points.  Guided Reading: Each reading group will have a book about the colonial times to build a deeper understanding of the time period. | Planner/Status of Class: We will write in our planners the schedule for the day as well as mark where they are in math and their reading points.  Mini Lesson: What makes a good letter  Mini Lesson: Organizing their research | Planner/Status of Class: We will write in our planners the schedule for the day as well as mark where they are in math and their reading points.  Guided Reading: Students will continue to read the book about the colonial times to build a deeper understanding of the time period. | Planner/Status of Class: We will write in our planners the schedule for the day as well as mark where they are in math and their reading points.  Mini Lesson: How to give a good presentation  Writing: The students will write their final draft of their letter to a family member about life in their region of the colonies and the struggles/issues. |
| 10:30 | Specials: Art  Students will be introduced about maps and will look at maps of the terrain and of the original colonies. | Specials: Japanese  Students will learn about early Japanese colonists. | Specials: Music  Students will learn songs about the original colonies. | Specials: PE  Students will experience what it was like to build and carry objects in order to build. | Specials: Art  Students will make their own map of their region of the 13 colonies. |
| 11:10 | Math: Students will be continuing their differentiated math at their own pace. They will work on their math tests/interventions. | Math: Students will be continuing their differentiated math at their own pace. They will work on their math tests/interventions. | Math: Students will be continuing their differentiated math at their own pace. They will work on their math tests/interventions. | Math: Students will be continuing their differentiated math at their own pace. They will work on their math tests/interventions. | Math: Students will be continuing their differentiated math at their own pace. They will work on their math tests/interventions. |
| 12:25 | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 1:05 | Presentations: Students will present their reading posters of the book they’ve read. | Social Studies: As a class we will generate a rubric for the presentations. | Writing: With the research students have found about their region of the colonies, they will write a letter in the | Writing: Students will work on their letters and will make revisions they need in preparation of their final copy. | Students will have the opportunity to finish up their final copy of their letter to someone back home. |
| 1:30 | Social Studies:  Mini Lesson: How to take notes. | Computer Lab:  Students will continue to work on researching their colonies and should now be choosing their colonists and Native American they will be researching as well. | viewpoint of either the colonists or Native American to a family member about life in their region of the colonies and the issues/struggles. | Science: Students will learn about diseases and illnesses that came with the colonists. They will also learn about the medicine that was used to cure them. Most of which was homeopathic. | Social Studies: We will go back to the computer lab to finish up our PowerPoint over their region of the colony as well as their colonists and Native American. |
| 2:10 | Computer Lab until end of day: Lesson Plan 1- Gathering Information.  Students will start to gather information about their region of the colonies. They will also need to find 1 colonist and 1 Native American from their colony area. | Students will be allowed to go to the library and find two books that pertain to their region of the colonies and Native American tribe. They will take notes from the book. | Social Studies:  Computer lab  Students will continue to work on their research and must start working on their PowerPoints today. From their organized binder, they will be able to have titles for each slide they will be doing. | Social Studies:  Students will continue work on their PowerPoint presentation. By the end of today they will be finishing up any research they have to find and starting to get close to finishing their PowerPoint. | Presentations: Students who are finished with their PowerPoint will have the opportunity to present them to the class. This will continue into next week. |
| 2:30 | Students will need to take notes about their two groups. Ex: Pilgrims and Squanto Chief Montasoy.  Lewis Clark and Sacagawea. They will turn in their fact cards at the end of the day so I can see how their research went. | Presentations:  Students will present their reading posters from the books they have finished reading. | Students will continue to work on their presentations in the computer lab. | Continue in computer lab. | Presentations cont. |
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